



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

17650 North 54th Street, Scottsdale, AZ 85254

Paradise Valley Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Highly Performing  
2002-03 Excelling  
2001-02 Improving

(a) For additional information,  
please refer to Achievement  
Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information,  
please refer to the AYP page in this  
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Steven W. Bursi  
Schedule : 7:30 AM to 4:00 PM  
Grades : K-6  
2004 Enrollment : 723  
Web Address : coppercanyon.pvUSD.k12.az.us  
Phone Number : (602) 493-6310  
Fax Number : (602) 493-6316  
E-mail : sbursi@pvUSD.k12.az.us

### Mission

CCES is committed to helping parents raise productive, caring and responsible citizens who value themselves, respect others, and take responsibility for their own actions. To do so, we use the State Standards and a great deal of love.

### School / Academic Goals

- ü Literacy: Incorporate the Accelerated Reader Program in grade K-6.
- ü Align the School Report Card with the State Standards.
- ü Utilize technology in the everyday life of the students.
- ü Increase the utilization of the Science Lab in all grade levels.

### Enrollment

October 1, 2003 School Year Student Enrollment : 699  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 119

## Instructional Programs

- ü The Accelerated Reader Program
- ü Hands-on Learning Experiences
- ü Cooperative Learning
- ü Authentic Student Assessment
- ü Honors Classes Grades 3 - 6
- ü 'The Great Classics' Reading Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/16/2004
Last Day of School :	5/26/2005

## Shared Responsibilities

### School

Copper Canyon will: Provide students with a safe learning environment; set high expectations; create opportunities for family involvement; maintain ongoing communication regarding student progress.

### Parents

Parents will need to: Support school goals, policies and procedures; monitor attendance and learning; attend conferences and special activities; communicate with teachers; participate in PTA and family learning activities.

## Transportation Policy

PVUSD provides buses for Kindergartners living more than 1/2 mile, and 1st through 6th living more than one mile, from school. Open enrollment students supply their own transportation. Special Education students are accommodated according to their IEPs.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü District Track Meet Winner	2004
ü 1st Grade Library Participation	2004
ü PTA Golden Oak Award - Honorable Mention	2003
ü District Spelling Bee Runner-Up	2002

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2710	75509	97	100	100	542	538	521	2	7	13	11	17	23	43	34	33	45	42	31
All Students (Prior Year)	105	2687	75372	100	100	100	547	538	523	0	4	9	15	19	25	37	36	36	49	42	30
Female	43	1339	37013	98	100	100	547	538	522	0	7	12	12	17	24	41	36	33	46	39	31
Male	55	1369	38430	96	99	99	538	539	521	4	8	14	9	16	22	43	32	33	43	45	31
African American	NC	84	3660	NC	100	99	NC	510	496	NC	15	24	NC	33	31	NC	33	28	NC	19	18
Hispanic	NC	599	30486	NC	99	99	NC	512	505	NC	16	18	NC	25	29	NC	34	32	NC	24	21
Asian/Pacific Islander	NC	73	1780	NC	96	98	NC	561	549	NC	2	5	NC	12	13	NC	30	33	NC	57	50
American Indian/Alaskan Native	--	29	4075	--	100	100	--	519	486	--	12	28	--	23	34	--	42	26	--	23	12
White	91	1908	35192	96	99	99	543	543	534	2	6	8	10	14	19	41	34	35	47	46	39
Students with Disabilities	15	393	9708	94	100	100	544	511	489	0	20	32	9	22	27	55	30	24	36	28	17
Students without Disabilities	83	2317	65801	98	99	98	542	542	525	2	6	11	11	16	23	41	34	34	46	44	33
Limited English Proficient Students	--	315	16928	--	89	100	--	NA	485	--	NA	29	--	NA	33	--	NA	26	--	NA	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	--	871	36411	--	--	--	--	513	503	--	16	19	--	24	29	--	37	32	--	23	20
Non-Economically Disadvantaged	98	1839	39040	--	--	--	542	546	534	2	5	8	11	14	19	43	33	34	45	48	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2702	75492	97	100	100	533	528	519	0	7	12	12	12	16	57	49	47	31	32	24
All Students (Prior Year)	105	2699	75221	100	100	100	539	532	523	0	4	8	6	11	16	64	57	56	30	28	21
Female	43	1335	37014	98	100	100	537	531	523	0	6	10	12	10	15	49	49	48	39	35	27
Male	55	1365	38400	96	99	99	531	525	516	0	9	14	11	13	17	64	49	47	25	30	21
African American	NC	84	3665	NC	100	99	NC	515	505	NC	16	20	NC	11	22	NC	54	43	NC	18	14
Hispanic	NC	595	30438	NC	98	99	NC	511	508	NC	16	17	NC	18	21	NC	50	47	NC	16	15
Asian/Pacific Islander	NC	73	1773	NC	96	98	NC	546	534	NC	3	4	NC	8	10	NC	35	50	NC	53	36
American Indian/Alaskan Native	--	29	4081	--	100	100	--	519	498	--	11	25	--	26	26	--	33	40	--	30	8
White	91	1906	35177	96	99	99	534	531	528	0	6	8	13	10	13	56	49	49	32	35	31
Students with Disabilities	15	390	9707	94	100	100	522	505	495	0	24	33	27	17	21	64	41	33	9	18	13
Students without Disabilities	83	2312	65785	98	99	98	535	531	522	0	5	10	10	11	16	57	50	49	34	34	26
Limited English Proficient Students	--	312	16905	--	88	100	--	461	489	--	100	34	--	0	28	--	0	32	--	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	--	867	36302	--	--	--	--	511	507	--	16	18	--	18	21	--	50	46	--	17	14
Non-Economically Disadvantaged	98	1835	39164	--	--	--	533	533	528	0	5	8	12	10	13	57	49	48	31	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2688	75053	97	99	99	641	634	597	4	4	7	7	8	12	73	74	72	15	14	9
All Students (Prior Year)	103	2644	73654	98	99	99	548	541	530	1	4	9	4	8	13	83	78	70	12	10	7
Female	43	1334	36872	98	100	99	681	656	621	2	3	5	0	6	9	78	72	74	20	19	12
Male	55	1352	38109	96	98	99	610	611	573	6	4	10	13	10	14	70	76	69	11	10	6
African American	NC	84	3636	NC	100	99	NC	604	568	NC	4	12	NC	11	16	NC	72	67	NC	13	6
Hispanic	NC	591	30235	NC	98	98	NC	586	575	NC	6	9	NC	12	14	NC	78	70	NC	4	6
Asian/Pacific Islander	NC	73	1768	NC	96	98	NC	663	651	NC	3	3	NC	10	5	NC	65	72	NC	22	19
American Indian/Alaskan Native	--	29	4044	--	100	99	--	616	550	--	4	13	--	8	17	--	77	66	--	12	4
White	91	1896	35028	96	99	99	645	642	613	3	3	6	8	7	10	74	74	73	15	16	11
Students with Disabilities	15	385	9625	94	100	100	634	574	530	0	12	21	9	19	21	82	62	55	9	7	4
Students without Disabilities	83	2303	65428	98	98	98	642	642	604	5	3	6	7	6	11	72	76	73	16	15	10
Limited English Proficient Students	--	309	16765	--	87	100	--	563	525	--	0	17	--	0	20	--	100	60	--	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	--	860	36077	--	--	--	--	581	566	--	8	10	--	14	16	--	72	69	--	6	5
Non-Economically Disadvantaged	98	1828	38950	--	--	--	641	651	618	4	2	5	7	6	9	73	75	73	15	17	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2756	76019	100	100	100	535	513	499	0	9	14	24	32	39	21	16	14	56	43	33
All Students (Prior Year)	94	2748	76230	100	100	100	532	513	498	2	7	12	19	32	38	10	13	12	69	49	37
Female	51	1336	37207	100	99	100	537	511	499	0	9	12	25	34	41	25	16	14	50	41	33
Male	51	1408	38677	100	99	100	533	515	498	0	9	15	22	31	38	16	15	13	61	45	34
African American	NC	84	3817	NC	95	100	NC	492	475	NC	14	23	NC	43	47	NC	16	11	NC	27	18
Hispanic	NC	539	29458	NC	98	100	NC	476	480	NC	26	20	NC	42	48	NC	12	12	NC	19	20
Asian/Pacific Islander	NC	75	1673	NC	99	99	NC	536	531	NC	3	4	NC	25	29	NC	15	14	NC	57	53
American Indian/Alaskan Native	--	38	4735	--	95	100	--	493	466	--	22	28	--	28	49	--	9	10	--	41	13
White	89	1990	35880	100	99	100	533	521	515	0	5	7	24	30	32	20	16	16	56	49	45
Students with Disabilities	NC	371	9786	NC	100	100	NC	469	457	NC	29	39	NC	45	40	NC	11	7	NC	14	13
Students without Disabilities	94	2385	66233	97	99	99	537	517	503	0	7	11	22	31	39	20	16	14	58	46	35
Limited English Proficient Students	NC	271	15206	NC	89	100	NC	448	459	NC	43	31	NC	42	53	NC	8	7	NC	7	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	805	35714				NC	481	480	NC	22	20	NC	42	47	NC	14	12	NC	22	20
Non-Economically Disadvantaged	100	1951	40266				536	524	513	0	5	9	23	29	33	20	16	15	57	50	43

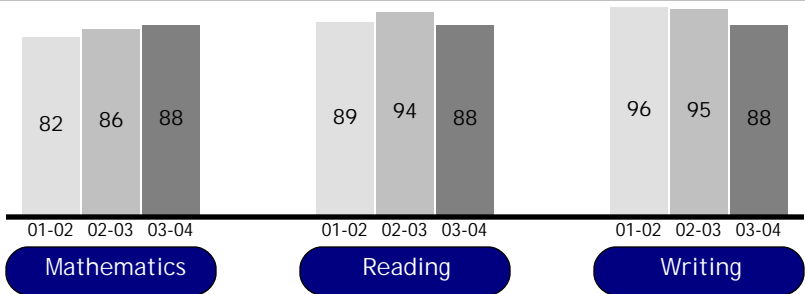
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2754	76020	100	100	100	521	510	503	4	17	25	13	18	23	47	47	40	35	18	12
All Students (Prior Year)	94	2755	76202	100	100	100	526	513	505	3	11	19	10	20	24	62	51	46	26	18	11
Female	51	1335	37213	100	99	100	527	511	504	6	15	22	17	19	23	42	47	42	35	19	13
Male	51	1407	38666	100	99	100	515	509	501	2	19	29	10	16	22	53	48	38	35	17	12
African American	NC	84	3819	NC	95	100	NC	501	494	NC	24	37	NC	35	26	NC	31	31	NC	9	6
Hispanic	NC	537	29442	NC	98	99	NC	494	494	NC	40	37	NC	23	26	NC	31	31	NC	6	6
Asian/Pacific Islander	NC	75	1672	NC	99	99	NC	512	513	NC	13	12	NC	15	19	NC	48	49	NC	24	20
American Indian/Alaskan Native	--	38	4735	--	95	100	--	496	489	--	30	48	--	21	25	--	45	24	--	3	3
White	89	1990	35890	100	99	100	522	514	511	5	11	15	14	16	20	45	52	48	36	21	18
Students with Disabilities	NC	372	9784	NC	100	100	NC	490	485	NC	46	58	NC	24	19	NC	25	19	NC	5	4
Students without Disabilities	94	2382	66236	97	98	99	522	512	504	3	14	23	12	17	23	48	49	42	37	19	13
Limited English Proficient Students	NC	271	15198	NC	89	100	NC	480	483	NC	67	59	NC	22	25	NC	9	14	NC	2	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	802	35703				NC	494	494	NC	37	37	NC	25	26	NC	33	31	NC	6	6
Non-Economically Disadvantaged	100	1952	40274				521	515	509	4	10	17	14	15	20	46	52	47	36	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2748	75673	100	99	100	580	558	530	4	7	12	13	18	25	76	68	58	6	7	4
All Students (Prior Year)	93	2708	74692	100	99	99	537	519	502	1	10	18	18	22	27	59	56	47	22	12	8
Female	51	1333	37099	100	99	100	588	572	548	4	5	8	8	14	22	81	73	64	6	8	6
Male	51	1403	38441	100	99	99	573	543	513	4	9	16	18	22	29	71	64	52	6	5	3
African American	NC	83	3791	NC	94	99	NC	546	506	NC	5	18	NC	27	29	NC	63	50	NC	4	3
Hispanic	NC	535	29305	NC	98	99	NC	508	507	NC	17	16	NC	29	31	NC	51	51	NC	4	2
Asian/Pacific Islander	NC	75	1665	NC	99	99	NC	600	573	NC	0	6	NC	15	16	NC	75	67	NC	10	10
American Indian/Alaskan Native	--	37	4707	--	93	100	--	533	492	--	13	19	--	22	33	--	59	46	--	6	1
White	89	1989	35760	100	99	99	574	568	550	5	5	9	13	15	21	78	73	64	5	7	6
Students with Disabilities	NC	369	9706	NC	100	100	NC	486	462	NC	22	36	NC	31	32	NC	46	31	NC	1	1
Students without Disabilities	94	2379	65967	97	98	99	584	564	536	4	5	10	12	17	25	77	70	60	6	7	5
Limited English Proficient Students	NC	269	15115	NC	88	100	NC	457	471	NC	30	26	NC	42	38	NC	28	35	NC	0	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	800	35541				NC	511	504	NC	15	17	NC	29	31	NC	54	50	NC	2	2
Non-Economically Disadvantaged	100	1948	40091				584	574	550	3	4	9	14	15	21	77	73	64	6	8	6

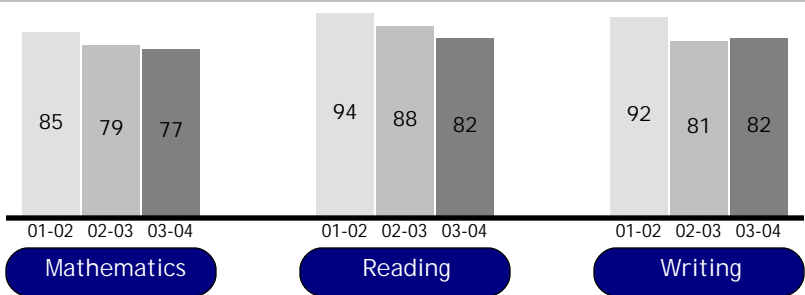
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	71	54	44	97	69	61	50	98	77	NA	58
	Language	100	67	48	39	100	69	54	43	98	75	59	50
	Mathematics	100	77	57	52	100	77	67	57	98	79	68	64
3	Reading	99	75	55	43	100	72	60	47	96	74	NA	55
	Language	99	82	63	50	100	77	64	54	97	74	69	61
	Mathematics	99	76	61	50	100	82	66	54	96	80	69	61
4	Reading	94	75	63	47	99	84	65	52	97	84	NA	56
	Language	94	70	59	45	99	77	60	48	97	76	63	52
	Mathematics	94	80	65	52	99	86	69	57	97	84	72	61
5	Reading	100	80	62	46	99	76	64	50	100	81	NA	55
	Language	100	74	57	43	99	70	58	46	99	74	60	49
	Mathematics	100	88	68	54	99	84	69	57	100	87	72	63
6	Reading	97	81	65	49	99	81	67	53	99	80	NA	56
	Language	96	75	59	42	99	76	60	45	99	74	61	48
	Mathematics	98	86	73	58	99	88	74	62	99	87	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Copper Canyon Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Improvement Planning
- Ü Oversight of School Goals
- Ü Safety/Well-being Issues
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Tax Credit Planning

## Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	33.30
Other Professional Staff	3.70	Teacher Aide	1.50

## Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	1	0	0
10 or more years	2	23	2	1

## Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	31
Core academic classes taught by Highly Qualified (NCLB) teachers.	57
Teachers with Emergency Certificaton.	1

## Resources Available at School Site

### Special Facilities

- Ü Computer Center/Multimedia Library
- Ü Science Lab
- Ü Writers Publishing Lab
- Ü AR Testing Center

### Extracurricular Activities

- Ü Choir
- Ü Band/Orchestra
- Ü Student Council
- Ü Academic Coaching Club
- Ü Coyote Patrol
- Ü Chess Club
- Ü Foreign Languages Club
- Ü Keyboarding Club

### Social Services

- Ü Before/After School Child Care
- Ü Summer/Holiday Child Care
- Ü Health Services
- Ü Lunch Program



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Copper Canyon continues to implement the Accelerated Reader Program and the Star Reading Inventory. These programs will allow CCES staff and parents an ongoing record of the student's reading level and which books the student has read.
- ü Every student who attends Copper Canyon will have a lifelong treasure in the form of a published book. This is made possible because of our very supportive PTA/School sponsored Publishing Lab.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	4	10	9	9
Promotion Rate <sup>8</sup>	99	98	98	94
Retention Rate <sup>9</sup>	0	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	64	77
Grades 3-4	88	83
Grades 4-5	66	78
Grades 5-6	80	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Expectations are clear and often repeated. Undesirable behaviors are monitored, reported and disciplinary action is taken when warranted. Safety meetings, Crisis meetings, fire drills, as well as Bike Rodeos and lock-down drills are conducted.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Steven Bursi	(602) 493-6310
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Debbie West	(602) 493-6313
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Beth Moreno	(602) 404-3836
Student Health/Nurse	Debbie West	(602) 493-6313

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( --). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.